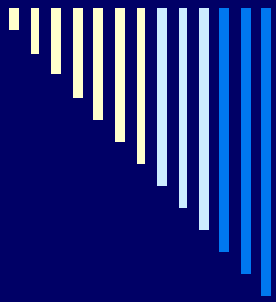


PEP: The Parent Education Profile for Even Start

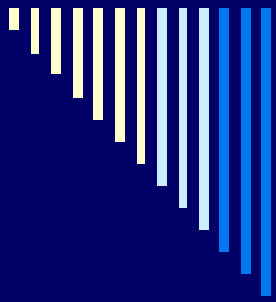
Renee De Mars-Johnson, Coordinator
Office of Early Childhood Education and Family
Services

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Quiz – Rationale for Parenting Education

1. What is the single best predictor of children's later literacy ability?
2. During the first three years of life, children's brains grow rapidly. By the age of three, a child's brain has developed what percent of its adult weight?



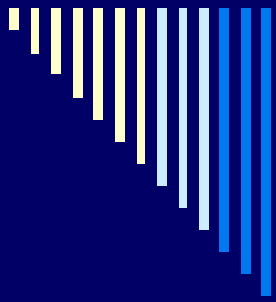
Quiz – Rationale for Parenting Education

3. How many parents read or look at a picture book with infants at least once a day?
4. Which of the following statements is true?



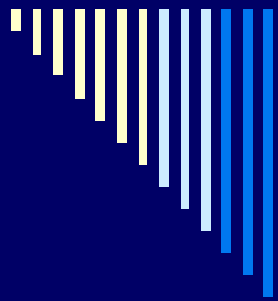
Quiz – Rationale for Parenting Education

5. What percent of parents of preschoolers participate in parenting support groups?
6. First grade children from higher income families have larger vocabularies than children from lower income families. How great is the difference?



Quiz – Rationale for Parenting Education

7. What percent of 3 to 5 year old children visit a library at least once a month?
8. On average, how much time do preschoolers spend watching television?



Quiz – Rationale for Parenting Education

9. Hart and Risley estimated the number of hours it would take to provide enough out-of-home word exposure to children from lower income families so that they would have the language experience as rich as children from middle income families. What would it take to do so for three year olds?
10. What percentage of the better educated parents of children in poverty under age six had a high school diploma or higher?



During this session, participants will:

- Be introduced to the definition of family literacy that drove the creation of the PEP
 - Be exposed to the research basis for the construction of the PEP
 - Explore the four scales of the PEP
 - Discuss observable behaviors that would assist in the scoring of the PEP
-



Family Literacy integrates each of the following...

- ❑ Interactive literacy activities between parents and their children.
 - ❑ Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
 - ❑ Parent literacy training that leads to economic self-sufficiency.
 - ❑ Age-appropriate education to prepare children for success in school and life experience.
-

Guide to Improving Parenting Education in Even Start Family Literacy Programs

- ❑ Assisted in narrowing parenting education focus for Even Start
- ❑ Provides content framework
- ❑ Illustrates practices for putting framework into action
- ❑ Suggests measuring parenting education outcomes





Research Base: Goals for Parents

1. Provide supports for literacy in the home and family
Home Environment
2. Engage in language-rich parent-child interactions
Interactive Literacy
3. Hold appropriate expectations of child's learning
Support for Learning in Formal Settings
4. Actively embrace the role of parent
The Parent's Role



Parent Education Profile (PEP)

is:

A framework for organizing and assessing information about parents' behaviors, attitudes, and understanding related to their children's literacy development.



Purpose of PEP:

- Plan strategies for developing parents' skills to produce literacy outcomes for children.
 - Develop and deliver intentional instruction.
 - Improve intensity and duration.
 - Track the progress of skill development.
-



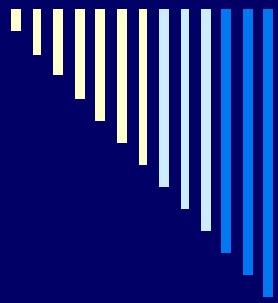
Features of PEP

- Focus on parent's role in children's literacy development
 - Parent contributions selected from research perspectives
 - Judgments based on patterns of demonstrated behaviors
 - Authentic behaviors from multiple perspectives
-



PEP – Participant Progress Milestones

- ❑ Self-report or observer rating on frequencies of behaviors related to literacy
 - ❑ Self-report about specific beliefs and attitudes
 - ❑ Self-report about interests and preferences
 - ❑ Self-report or observer rating about home environment
 - ❑ Self-report about connections to community supports
 - ❑ Observer rating of demonstrated qualities of an activity
-

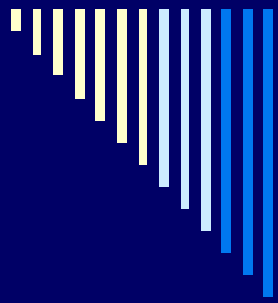


Scale Organization:

Each scale has several parts

Home Environment

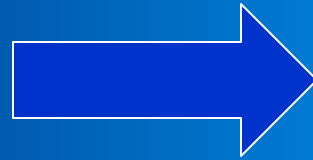
1. Literacy Materials
2. TV/Video
3. Language Learning Opportunities
4. Priority on Family Together



Ratings follow progression of parent's development


Level #1

(least supportive of literacy outcomes)




Level #5

(most supportive of literacy outcomes)



Level 1 - little or no evidence of desired behaviors; limited awareness; limited acceptance; frustrated; not comfortable

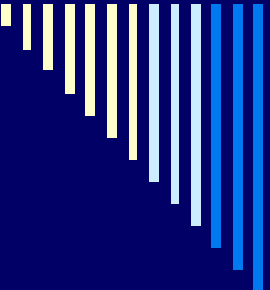


Level 2 - beginning awareness and some interest in ways to improve but may be inconsistent; may need lots of support; low comfort level

Level 3 - some encouragement and comfort in use of desired behaviors; seeks out information and support; attends to child

Level 4 - routine and frequent use of desired behaviors; initiation of activities; comfortable in role

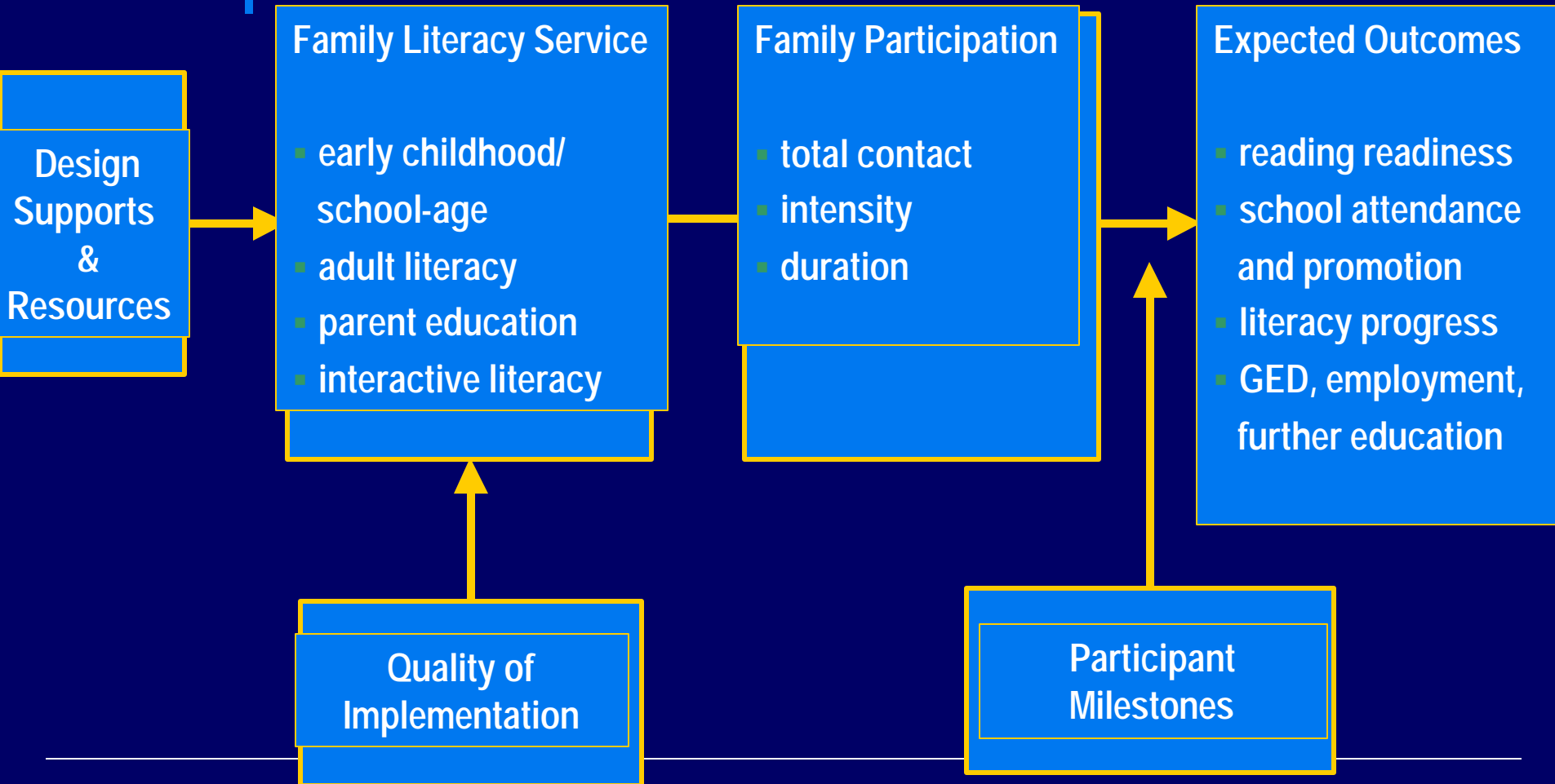
Level 5 - ability to work desired behaviors into daily life; adaptability to child's interests and abilities; extends learning; makes connections



Scoring: Each part is rated in terms of highest consistent level attained by the parent

- | | |
|---|------------------------------------|
| <input type="checkbox"/> Home Environment: | <input type="checkbox"/> 4 ratings |
| <input type="checkbox"/> Interactive Literacy: | <input type="checkbox"/> 3 ratings |
| <input type="checkbox"/> Support for Children in Formal Settings: | <input type="checkbox"/> 5 ratings |
| <input type="checkbox"/> The Parent's Role | <input type="checkbox"/> 3 ratings |
| Total | 15 ratings |
-

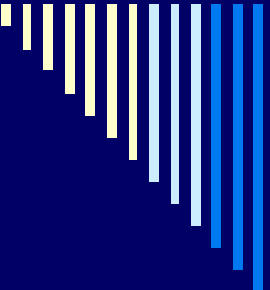
Family Literacy Logic Model





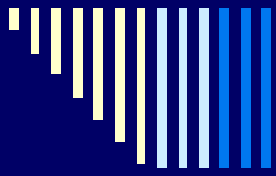
Features of PEP:

- ❑ Focus on parent's role in children's literacy development
 - ❑ Parent contributions selected from research perspectives
 - ❑ Scoring based on patterns of demonstrated behaviors
 - ❑ Authentic behaviors from multiple perspectives
-



Where does the information come from?

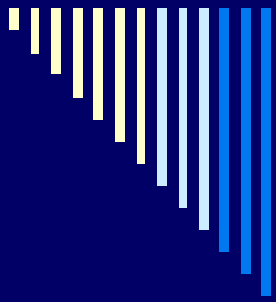
- ☐ Observation during interactive literacy activities
 - ☐ Interaction during home visits
 - ☐ Listening to parents talk with children
 - ☐ Discussions with parents about their children
 - ☐ Interviews with parents
 - ☐ Informal exchanges on field trips, in the store, etc.
 - ☐ Instruments used to assess parents' interests or understanding
 - ☐ Etc.
-



Supports in the Environment

Scale I

- ☐ **Use of Literacy Materials**
- ☐ **Use of TV/Video**
- ☐ **Home Language and Learning**
- ☐ **Priority on Learning Together**

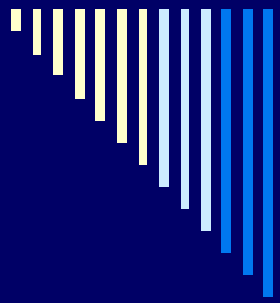


Scale I Big Ideas

Hallmarks of children who succeed in school (Ramey & Ramey)

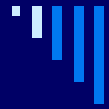
- ☐ Parents are role models for learning
- ☐ Parents promote learning at home

- ☐ Intellectual development and school readiness are correlated with learning quality of home environment. (Abecedarian)



Scale I Big Ideas, continued

- ❑ Stimulating home environment provides opportunity to learn complex vocabulary & participate in extended discourse. (Dickinson & Tabors)
 - ❑ The right home environment allows children to act on curiosity, learn to be inventive, cooperate, and persist. (Katz)
 - ❑ Shared family time is associated with sense of security, predictability in environment which builds resilience. (Dryfoos)
-



Scale II

Language Rich Interaction

- **Expressive and Receptive Language**
 - **Reading with Children**
 - **Supporting Book/Print Concepts**
-



Scale II Big Ideas

- **Family experiences with language in the first three years affect vocabulary achievement at age 3 and language development at third grade. (Hart & Risley; Tabors et al.)**
- **Predictors of child achievement: Language diversity; feedback tone; symbolic emphasis; guidance style; responsiveness. (Hart & Risley)**
- **Everyday conversations (mealtimes) provide opportunities to learn rich vocabulary and participate in narrative, explanatory, and non-immediate talk. (Heath; Beals; Dickinson & Tabors)**



Scale II Big Ideas, continued

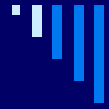
- Home environment, frequency of shared book reading, parental expectations of child's school performance, and parent's enjoyment/frequency of reading account for almost half variation in vocabulary skills in primary grades. (Storch & Whitehurst)
- Parent's encouragement of active engagement during reading predicts children's literacy outcomes, especially asking and answering questions about text. (Pelligrini; Whitehurst, et al; Senechal & Monker)



Scale II Big Ideas, continued

- Repeated readings build vocabulary and lead to extended discourse. (Dickinson & Tabors; Senechal)
- Because children at risk of reading difficulty benefit from phonemic awareness instruction, it is helpful for parents to call attention to the phonological structure of spoken words, talk with children about how print works, and highlight the relationship between speech and print. (Ehri, et al.; Snow, Burns, & Griffin)

Scale III



Support for Learning in Formal Settings

- Parent-School Communication
 - Expectations of Child and Family
 - Monitoring Progress/Reinforcing Learning
 - As a Partner with Educational Setting
 - Expectations of Child's Success in Learning
-



Scale III Big Ideas

- ❑ Mother's expectations of child's level of educational attainment is associated with later literacy outcomes. (Snow et al.)
- ❑ Parent's view of children as active contributors to learning are associated with cognitive abilities at age 3-4 and school achievement at age 5-6. (Johnson & Martin)
- ❑ Parent's sense of efficacy as parent is related to advocacy for child in school. (Bandura)
- ❑ Parent's decision to be involved in child's education is related to sense of efficacy in helping child succeed in school. (Hoover-Dempsey & Sandler)



Scale III Big Ideas, (continued)

- Parent communication with the school is beneficial for children's success. Only 37% of parents report receiving information from schools about helping children learn. (Vaden-Kiernan & Chandler)
- Teacher's practices to include families are more important than family background in determining whether and how parents become involved in children's education. (Epstein)
- Parents use literacy materials in ways consistent with their own understandings of literacy, not necessarily consistent with approach school is using -- unless there is specific support. (Goldenberg)



Scale IV

The Parent's Role

- Choices, Rules, and Limits
 - Managing Stresses on Children
 - Safety and Health of Children
-



Scale IV Big Ideas

- Hallmarks of children who succeed in school (Ramey & Ramey)
 - Family routines support doing well in school
 - Parents set and maintain limits
 - Children who know limits develop confidence, independence, social responsibility.
-



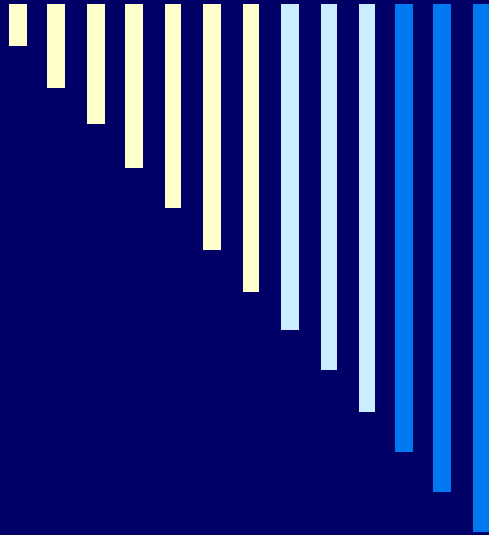
Scale IV Big Ideas, Continued

- ❑ Children of parents who rely on punishment/obedience without explanation tend to have lower self-image, lack empathy, have difficulty forming friendships, and make decisions based on expediency.
- ❑ In predictable, secure, orderly environments, children learn the meaning and function of things.
- ❑ Personal coping skills help parents buffer children from stresses. Good physical and mental health are enabling factors in monitoring child's environment.

PEP Scale I – Parents Support for Children’s Learning in the Home Environment

KEY WORDS

A: Use of Literacy Materials	B: TV/Video	C: Home language and Learning (Play)	D: Priority on Learning Together
<ul style="list-style-type: none">– Few Materials– Not age appropriate	<ul style="list-style-type: none">– No monitoring– Children watch anything		
<ul style="list-style-type: none">– Some materials– Not appropriate– Not accessible– Not sought for	<ul style="list-style-type: none">– Aware of role but not acting		
<ul style="list-style-type: none">– Some appropriate– Parent seeks– Used several times a week	<ul style="list-style-type: none">– Encourages some appropriate viewing		
<ul style="list-style-type: none">– Parent chooses materials– Uses every day	<ul style="list-style-type: none">– Sets limits and is consistent		
<ul style="list-style-type: none">– Variety of materials; child focused– Used daily	<ul style="list-style-type: none">– TV, a learning tool– Parent involvement		



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click on Keywords

click on Early Childhood &
Parenting

Find Even Start

Slides will be available 2/4/05

demars-johnsonr@michigan.gov
